1. **Course Overview**



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| **Course Title:** | **Evaluator Approval Training Process II: Evaluation of Administrators** |
| **Credit Hours:** | **2** |

Graduate  License Renewal  Substitute Authorization  Paraeducator  Evaluator Approval

**(only thru SAI)**

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| **Instructor(s) Name:** | Jan Norgaard, AEA 13; Dr. James Sutton, Riverside; Connie Maxson, AEA 14; Glenn Grove, AEA 13 |
| **Contact Information:** |  |
| Address: | 2802-2 12th Street Harlan IA 51537 |
| Phone: | 712-755-3896 or 1-800-886-3896 |
| Email: | jnorgaard@aea13.org |
| Fax: | 712-755-7455 |

*Instructor has current resume on file at this agency*

Yes  No (Please include with this proposal copies of transcripts and resumes)

**Published Description:** (Underline 2-5 key terms under which this may be categorized) *• What are the instructional practices and strategies that participants will learn? • What are the potential results for student learning? • Are there any prerequisites?*

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| The Iowa Evaluator Approval Training Program II; Evaluation of Administrators is a two-credit (30 contact hours) renewal course provided to superintendents and other educational leaders responsible for the evaluation of administrators. The renewal credits will be issued by School Administrators of Iowa (SAI), which can be applied to licensure and evaluator renewal from the Board of Educational Examiners.  The focus of this professional development, based on the Iowa Professional Development Model, addresses the following:  • Knowledge, skills, and application of the Iowa Standards for School Leaders;  • Research and recognition of effective principal behaviors that increase student achievement, including use of data; alignment of curriculum, instruction, and assessment; and first- and second-order change;  • Research and application of effective superintendent behaviors that increase student achievement;  • Coaching skills to enhance principals’ skills as instructional leaders; and  • Models of principal evaluation processes, including design and use of individual career development plan for principals.  Participants take part in the first two modules in a full day face-to-face experience. Modules 3-7 will be offered via face-to-face or ICN (no more than 3 sites allowed with a minimum of three per site required). The eighth module will be face-to-face. |

**Date(s) Location Times = Hours**

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| **09.09.09** | **Red Oak, IA (Exact location to be determined)** | **8:30 a.m. - 3:30 p.m.** |
| **10.14.09** | **AEA or ICN site to be determined** | **8:30-Noon** |
| **11.11.09** | **AEA or ICN site to be determined** | **8:30-Noon** |
| **01.13.10** | **AEA or ICN site to be determined** | **8:30-Noon** |
| **02.10.10** | **AEA or ICN site to be determined** | **8:30-Noon** |
| **03.10.10** | **AEA or ICN site to be determined** | **8:30-Noon** |
| **04.14.10** | **AEA or ICN site to be determined** | **8:30-Noon** |
| **September 2009 thru April 2010** | **On-line interactive meetings addressing team assignments** | **approximately 9 hours** |
|  | **Total** | **Minimum of 30 hours** |
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| **Rationale:** *What is the rationale for this course offering? Cite the data that validates the need for this course such as needs assessment, national trends, best practice, research and student achievement data* |
| \* Administrators must renew their administrative license every 5 years.  \* Superintendent Task Force surveyed all superintendents in 2006 and the results revealed a need to focus on these outcomes.  \* McREL's identification of superintendents' need to focus on monitoring and evaluation to increase student achievement. |
| **Target Audience** *(ie. Administrator, level, content, teacher, and licensure area)* |
| Administrators: Superintendents and other educational leaders responsible for evaluating principals and other administrators. Course satisfies the requirements for Evaluator Approval II, regardless of current position. |

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| Minimum # of Participants | 15 | Maximum # of Participants | 35 |

**Course Outline:**

**Iowa Teaching Standards:** *To which Iowa Teacher Quality Standard(s) does this course most apply?*

(A) Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals.

(B) Demonstrates competence in content knowledge appropriate to the teaching position.

(C) Demonstrates competence in planning and preparing for instruction.

(D) Uses strategies to deliver instruction that meets the multiple learning needs of student.

(E) Uses a variety of methods to monitor student learning.

(F) Demonstrates competence in classroom management.

(G) Engages in professional growth.

(H) Fulfills professional responsibilities established by the school district.

**Iowa School Leader Standards:** *To which Iowa Standard(s) for School Leaders does this course most apply?*

*A school administrator is an educational leader who promotes the success of all students by:*

(A) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

(B) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.

(C) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

(D) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

(E) Acting with integrity, fairness, and in an ethical manner.

(F) Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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| **Research/Best Practice to support course outcomes:** *Describe the scientific research base that supports the instructional strategies being learned in this course. Reference the Iowa Content Networks and/or other research sources using a bibliography format* |
| 1) "Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results," by Douglas Reeves, 2005. 2) "Distinguishing the Essential from the Important: Using Research to Strengthen the Use of Standards for Administrator Preparation and Licensure Programs," The State Education Standard, September, 2006. 3) "How Leadership Influences Student Learning," Commissioned by Wallace Foundation, 2004. 4) Iowa Standards for School Leaders. 5) "Leading to Change - Leadership Leverage," Educational Leadership, October, 2006. 5) " School Leadership Study - Developing Successful Principals," Commissioned byWallace Foundation, 2005. |
| **Outcomes/Objectives:** *List the knowledge and skills that participants will possess as a result of taking part in this course* |
| 1. Demonstrate knowledge of the Iowa Standards for School Leaders, including criteria and descriptors.  2. Practice coaching skills, including supportive/facilitative, directive/instructional, collaborative, and transformative.  3. Evaluate a principal, providing appropriate feedback and support.  4. Develop an administrative career plan in collaboration with the principal. |
| **Instructor Methods and Course Design:** *Insure that the course includes theory, demonstration, practice, and collaboration. List the methods to be used by the instructor and indicate how these will be distributed through the training. These methods might include: lecture, demonstration and modeling, individual/small group work, interaction with and use of technology. The expectaion is for all participants to engage in the follow through to support implemenation that is designed as part of the course. Appropriate differentiation will be determined by instructor* |
| \* Theory: Mini Lecture on best practices of principals and superintendents, first- and second-order change, evaluation systems, and coaching methods.  \* Demonstration: Identification of descriptors and red flags, coaching, evaluation, and development of career plan.  \* Practice: Identification of descriptors and red flags, coaching, evaluating, and development of career plan.  \* Collaboration: Team assignments, including identification of descriptors, reflection on assigned articles, use of online technology, reflection on assignments, and evaluation of a principal.  Note: On-site observations of the training by the Iowa Department of Education personnel will monitor the integrity of the training. |

1. **Course Materials**

**Instructor Materials:** *Please include required books with titles, authors, and ordering information; technology required for participation and instruction; and instructor developed materials.*

**Required Books**: **must be purchased prior to the first day of class**

Materials needing ordered:  YES  NO

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| Title | Materials will be available electronically. |
| Company |  |
| Address |  |
| City/State/Zip |  |
| Telephone |  |
| Fax number |  |
| Item number |  |
| Item cost |  |
|  |  |
| Title |  |
| Company |  |
| Address |  |
| City/State/Zip |  |
| Telephone |  |
| Fax number |  |
| Item number |  |
| Item cost |  |

1. **Course Requirements**

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| **Requirements:** *Identify products to be produced for this course. Examples might include reflections, implementation logs, student data analysis, student work samples, collaborative team minutes, lesson plans, peer observation notes, readings, etc.* ***\*Please provide in detail a list of course requirements and dates when they are due.*** |
| \* Identification of current reality and desired state.  \* Development of descriptors and red flags for Iowa Standards for School Leaders.  \* Reflections on assigned readings.  \* Plan for coaching, completion of coaching, and reflections on coaching.  \* Evaluation of principal, including plan for conference, video tape/DVD of conference, and reflection on conference.  \* Plan for impacting system, including steps to achieve the desired state based on present current reality. |
| **Attendance:** *All participants are expected to attend all sessions.* ***Attendance is an expectation and will not be included as a criteria toward a grade****. If participants do not attend all course contact sessions, they receive an incomplete until appropriate makeup arrangments are made with the instructor.* ***Instructors are expected to submit with this course proposal an attendance/makeup policy*** |
| **Attendance/Make-up Policy:** |
| \* All participants must attend all sessions in order to be a candidate for completion of the requirements. g |

1. **Method of Evaluation**

**Evaluation:** *What criteria will be used to determine the grade for completing the course? Identify the means by which the instructor and participants will know that the course outcomes have been met. How will course products be analyzed? For the purposes of offering this for graduate credit, the analysis instrument should be attached and align with corresponding grading scale listed below:*

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| **Graduate Course Grade** | **Requirements** |
| **A** | \*see attached |
| **B** | \*see attached |
| **C** | n/a |
| **D** | n/a |
| **F** | \*see attached |
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| **Licensure Renewal Course Grade** | **Requirements** |
| **Pass** | \*see attached |
| **Fail** | \*see attached |

1. **Application/Implementation**

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| **During Course:** *How does this course train for and/or support classroom application during the course?* |
| \* Participants update "current reality" and "desired state" with steps to achieve desired state.  \* Participants complete reflections on application of new learning using online technology.  \* Participants "coach" a principal at the school site and submit a video/DVD of the session.  \* Participants evaluate a principal at the school site.  \* Participants develop a career plan in collaboration with principal at the schools site. |
| **Follow-up:***What activities or resources will be available for follow-up and support after the compeltion of the course?* |
| \* All print and digital materials will be available on-line.  \* Follow-up assistance is available from the approved trainers, including the developers of the course. |